

DESIGNING VISCA ON EXPRESSION *CAN DO* AND *CAN'T DO* FOR EIGHTH GRADE STUDENTS

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Abstract: A game becomes an essential part in teaching English language. A good game is necessary for students to encourage them to be more enthusiastic in learning English. This research is aimed at producing a game and finding out its usability. The expression “can do” and “can’t do” are used as material in this game. This game called VISCA. In conducting this research, the researcher uses development research methodology and ADDIE procedure. The participants are the teacher and students of SMP in Pontianak. The data revealed that the VISCA is usable for the students. The researcher suggests that the teacher should be creative to produce a media which is needed by students in encouraging them became more active and more enthusiastic in learning.

Key words: VISCA, ELT, expression, can, and can’t

Abstrak: Permainan menjadi bagian yang sangat diperlukan dalam pengajaran bahasa Inggris. Sebuah permainan yang baik dibutuhkan siswa untuk mendorong mereka agar menjadi lebih antusias dalam belajar bahasa Inggris. Penelitian ini bertujuan untuk memproduksi sebuah permainan dan mengetahui permainan tersebut dapat digunakan atau tidak. Ekspresi bisa atau tidak bisa melakukan sesuatu di gunakan sebagai materi dalam permainan ini. Permainan ini bernama VISCA. Penelitian ini menggunakan metode penelitian pengembangan dengan prosedur ADDIE. Responden dari penelitian ini adalah guru and siswa kelas delapan SMP di Pontianak. Data dari penelitian ini menunjukkan bahwa VISCA dapat digunakan dalam mengajar ekspresi tersebut kepada siswa. Peneliti menyarankan bahwa guru harus lebih kreatif dalam membuat sebuah permainan yang di perlukan siswa dalam mendorong mereka lebih aktif dan antusias dalam belajar.

Kata Kunci: VISCA, ELT, expression, can, and can’t

Game can be used for all skills in learning English. It is really efficient to overcome many problems coming to students or teacher during the learning process, especially the problem which comes up from the students themselves. For example, the students are not really happy when they are studying, the students are not active in the class, or the students are not aware about the lesson. Those entire problems happen because of some reasons. One the reason is that students do not interest in material being taught at school. It must give significant effect to the students’ comprehension in learning certain skill or certain English lesson. Since the core problems of the students are related to the

student's feeling. Those are become teachers and teaching materials 'developers compulsory to find out appropriate solutions of the problems. The writer suggested that a game is as one of a good solution that will be able to overcome the problems mentioned above.

According to Ersoz (2000:6) "Games are highly motivating because they are amusing and interesting. They can be used to give practice all language skills and be used many types of communication". Games are highly motivating since they are amusing, interesting and challenging for student in learning. The activities in a game get all the students to move around, activate their mental capacities and stimulate neural networks, thus motivating learners in learning and retention. It is also can be used to practice in all language skills and grammar points and be used to practice many types of communication.

Furthermore, Wright, Betteridge & Buckby, (2005:61) are stated "games add interest to what students might not find interesting. Sustaining interest can mean sustaining effort". It can be clearly seen that games can capture students' attention and participation. Thus, they can motivate students to learn more. Moreover, they can transform a boring class into a challenging one.

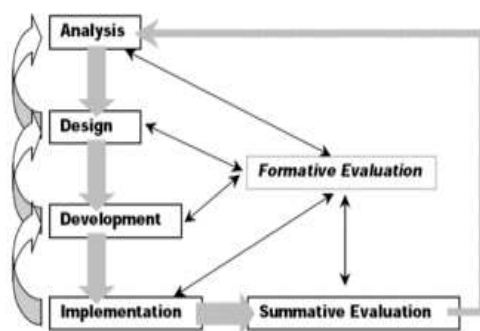
As strongly emphasized above, games can motivate learners, promote learners' interaction, and improve learners' acquisition. As a result, games can increase learners' achievement, which means that learners' test scores, ability of communication, some skills, knowledge of vocabulary, or other language skills can improve. Riedel (2008:32) emphasizes the advantage of games in improving learners' achievement, "We are teaching a new generation of students, which requires unconventional teaching strategies put into practice in the classroom. In brief, games prove to be a useful tool employed regularly in language teaching. Game is not only offering learners a highly motivating, relaxing class, but also most importantly meaningful practice to all language skills. Consequently, games can motivate learners, promote learners' interaction, and increase their achievement.

Based on the observation at SMP Negeri 07 Pontianak, Indonesia. It is found that students are not really active in learning the expression *can* and *can't* do something. Since the students of SMP Negeri 7 Pontianak are not active in learning the expression *can* and *can't* do something. Considering both the theory of the game and the problems faced by the students, the researcher attempted to create a game as a media. This game called VISCA (visual card). It has designed on simple sentence of the expression "can and can't do something" and combined with another component like cartoon and card.

In designing the game, the researcher was considering ADDIE model steps, According to Dick & Carey (2000: 11) "ADDIE model consists of analyzing, designing, developing, implementing and evaluating." Not only concerning on ADDIE model but the researcher also concerns on three criterions of the usability of the game. According to Barnum (2002: 30), to measure usability, there are three categories of usability that can be used: effectiveness, efficiency and satisfaction. From the result of the study, it was found that the game fulfilled those criteria of the usability.

METHODOLOGY

This research is development research. Richey and Clain (2007:1) define the development research as “the systematic study of design, development, and evaluation processes with the aim of establishing an empirical basis for the creation of instructional and non-instructional products and tools and new or enhance models that govern their development”. It is construction of the VISCA to help the students learn the expression “can and can’t do something”. Every research needs appropriate approach of research to be utilized. The approach of this study is ADDIE model. Dick & Carey (2000: 11) show ADDIE model consist of analyze, design, develop, implement and evaluate. The description of each phase presented as follows. The first phase is analysis, the designer identifies the learning problem, the goals and the objectives, the audience’s needs, prior knowledge, and any other relevant characteristics. Analysis also considers the learning environment, any constraint, the delivery options, and the timeline for the project. The second is design phase, A systematic process of the learning objectives, detailed storyboard and prototype, and the look and feel, graphic design, user-interface and content is determined here. The third is development phase. It is actual creation (production) of the content and the learning material. The fourth is implementation phase, during the implementation, the plan is put into action and procedure for training the learner and teacher is developed. The game is delivered or distributed to the students group. After delivered the game, the usability of the game is evaluated. The fifth is Evaluation phase; these steps consist of formative and summative evaluation. Formative evaluation is presented in each stage of the ADDIE process. Summative evaluation consists of test designed for creation-related referenced items and providing opportunities for feedback from the users. Revised are made based on necessity. In this research formative assessment is unnecessary.



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Figure 1: Formative and Summative Evaluation of ADDIE Model

Techniques of Data Collecting

There are two steps that the researcher used in collecting the data. The first step is gathering information from the teacher about the students’ needs and problems in learning the expression. The second step was gathered the materials

of the VISCA and the last is gathered the result of the students' and teacher's interview about the usability of VISCA.

Triangulation was needed to strengthen the data of the teacher's interview; the researcher needs the triangulation to support the teacher's perception about the game. The triangulation data gathered from all students in the class.

Tools of Data Collecting

In this research, tools of data collecting were observation checklist and interview guidelines (written interview). The researcher was interviewed the teacher in order to get the information about the difficulties which is faced in teaching the expression "can and can't do something". There were two interviews conducted in this research, the first is interview which have conducted in analysis phase. This is conducted only to the teacher. The last step is interview conducted to the teacher and the student after implementation phase. The first interview was prepared to get to know the teacher and the students' perception on the game which is designed by the researcher. The second interview was prepared to get to know the students' perception about the game.

The purpose of interview which conducted in analysis phase was to know the students needs and difficulties in learning the expression "can and can't do something" and the interview which was conducted to the teacher and student after implementation phase was to know the usability of VISCA. According to Nielsen (2001: 5) "Usability is qualitative attribute that accesses how easy users interfaces are to use." The "word" usability also refers to method for improving ease of use during the design process". Barnum (2002: 30) said that there are three criterions to measure usability. They are effectiveness, efficiency and satisfaction.

FINDINGS AND DISCUSSION

Findings

In analysis phase, there were two ways which were used by the researcher in order to collect the information which was needed for the analysis. Firstly, the researcher conducted the observation to know if the expression was involved as material that should be taught to the second grade student in SMP 7, Pontianak, Indonesia. It was found that the expression "can" and "can't" do something was involved in curriculum. And then the researcher observed the learning process. Furthermore, the researcher interviewed the English teacher. The researcher found various conditions of the students during the learning process. There were some students seriously paid attentions to the lesson in the class. In contrast, the other students did not really pay attention and the researcher also found that some students were shy and inactive during the learning process. Beside some problems above, the teacher also find other problems. The teacher said that the problem she faced in teaching this topic was that she could not encourage the student to be active. Furthermore, student didn't feel excited in their teaching and learning process.

In brief, the students had difficulties in learning the expression of “can and can’t do something”. The English teacher said she needed extra media in teaching. She needed audio or visual media to help the students in mastering the material. Furthermore, she said one of the appropriate media to solve the student problem was a game. According to the English teacher, game becomes a favorite activity in teaching and learning process. Wright, et,al, (2005:61) stated “games add interest to what students might not find interesting. Sustaining interest can mean sustaining effort”. Because of the problems above, it could be concluded that the teacher needed a media which might encourage the students’ motivation. The games needed were the games which in courage students more active in learning and decreased the students’ shyness in learning. The researcher must supply the appropriate game based on the school condition and student’s condition. The researcher hoped he could overcome the entire problems mentioned above by using a game. According to Andrew (2006:5), games can lower anxiety; game can help and encourage many learners to sustain their interest and works, games also help the teacher to create contexts in which the language is useful and meaningful.

In the designing phase, the researcher collected and outlined what the researcher will do in the next phase. The researcher collected some materials which were needed to create a game. In the first step, the researcher was collected 14 cartoon pictures showing a certain expression. Why did the researcher use cartoon? According to the Canning and Wilson (2000:3) “cartoons that are used to help learners seen an immediate meaning in the language may be beneficial in language learning by helping to clarify the message, provided the visual works in a positive way to enhance or supplement the language point”. In a research conducted by Clark (2000) about the pedagogical value of cartoons as authentic source of language materials, it has been found that cartoons can engage the attention of the learners, create a non-threatening atmosphere to present information and has the potential to encourage thinking process and discussion skills. By all advantages stated by expert above the researcher believes that it will be helping the student in learning expression.

In the second step, researcher collected materials of the expression “can and can’t do something”. It needed fourteen sentences of the expressions can and can’t do something which were matched with the pictures. Seven sentences consisted of the expression “can” and the other seven sentences consisted of the expression “can’t do something”. The last step, the researcher created the rules and pre-requirement for playing the game. The list of the sentences as follow:
Seven Expression of can do something

1. *He can swim in the river.*
2. *They can sing a song.*
3. *She can cook a bowl of soup.*
4. *She can play guitar*
5. *He can play football on the field*
6. *He can wash the car*

Seven expressions of can’t do something

1. *She can't paint the wall.*
2. *They can't ride the car.*
3. *He can't repair the car.*
4. *The dog can't write letter.*
5. *She can't ride bicycle.*
6. *He can't lift a weight.*

In this phase, the first step of this phase was the researcher chose a name of the game and the researcher called the game “VISCA” (visual card), there were two reasons why the researcher gave the name for this game. The first, the game was related to the card and visual pictures. Besides that, the name was easy to mention and remember. The second step, the researcher designed the size of the card. The form of the design of card was square. The size of cards is 8,5 cm weight and 5,5 height. Each card had the same size. After the card finished, the researcher put the cartoon pictures and the sentences of expression into the card, one card consisted of one cartoon picture and one word of the expression “can and can't do something”.

In the third step, the researcher designed the back side of the card. The researcher made it as interesting as he could, in order to make the students feel happy when they play the game. The researcher considered the students feeling. The researcher designed the back side of the card full of color because color can lengthen students' attention. According to researcher Kathie Engelbrecht, “The strategic use of color in the classroom environment can lengthen students' attention spans and affect how students and teachers perceive time”. This is the back side of the card.



Picture 1. The form of the card

In this phase, the game designed by the researcher was tried out in the classroom. According to Branch (2009), the purpose of the implementing phase is to prepare the learning environment and engage the students. The Implementing phase indicates the conclusion of development activities and the end of formative evaluation. In this phase, the researcher observe directly during the students was using the game, the researcher helped the teacher when the teacher got question

that the classroom teacher could not answer. The researcher answers the question. Another thing that the researcher did during the process was that the researcher made field-note to record some problems related to the rule and the way to play the game. The result of the field-note data used by the researcher was to revise the game

The purpose of the evaluation phase is to assess the quality of the instructional products and processes, both before and after implementation. There were two evaluations that the researcher considered in this phase, the first is evaluation which was conducted to the teacher and the second is evaluation which was conducted to the students. Both of them were measured by using the same criterions after the game implemented by the researcher to the students and the teacher. According to Barnum (2002: 30) there are three criterions to measures the usability of certain product, they are effectiveness, efficiency and satisfaction. To full fill the entire criterions the researcher used written interview to the teacher with some questions which were related to the criterions. After interviewing the teacher, the researcher also administered some questions to all the students in where the product had been implemented. The questions for the students was also referred to the criterions. The data from students was as comparison data with data from the teacher's interview.

Discussion

VISCA is designed as cooperative learning especially intended for learning environment which is not really active. Inactive environment means the students' action or students' response to the teacher during the lesson is not really good, students deny when the teacher asks to come in front the class, the student want not to answer the question from the teacher because they feel shy and afraid their answer is wrong. Students are afraid their other classmate will laugh at them if their answers are wrong. In certain condition, teachers difficult not make their students understand the lesson. It is because the student is not active in the class. There are three types of inactive students. The first is a student who not really brave to show their ability, sometime this student keep silent during the lesson and only keep attention to the teacher. These kinds of students made the teacher difficult to determine, did they understand about or did not understand the lesson? These kinds of students consists two types of students, the students who have good intelligence and the students who have low intelligence.

The second step is the students who only keep silent during class and do not really care about their lesson whether they understand about the material being explained. These kinds of students do not have motivation in learning a certain subject especially English because what student have in their mind is that English is difficult. The last step is students who have good intelligence but they keep silent during the lesson, these kinds of students do not want to share their knowledge to other students in the class. They think that if they share their knowledge to other students, the other student will better be than them in their lesson.

Based on the three types of inactive student above. It must be available a good teaching media that can be cover all the problems above. A media which is make students brave to show their ability to the teacher and other students. Since VISCA was designed as cooperative learning. it was really appropriate for three types of students that was explained on previous paragraph. It also make students to know that the lesson given to the student was very important for them in the future. It was believed that it can cover all the problems mentioned above, according to Fredericks (2005:1) "Cooperative learning is a successful teaching strategy in which small teams, each with students of different ability levels, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible, not only for learning what is taught, but also for helping his or her teammates learn-thus creating an atmosphere of achievement".

Even VISCA used cooperative learning strategy but both of them are totally different in term of teaching procedure and advantages. It uses its own learning procedure moreover cooperative learning is strategy whereas VISCA is a game. Both of them definitely have many differences not only in teaching procedures. Even so they still have the same things in common.

The elements of cooperative learning benefits for students, stated as below. *Student achievement*. The effects on student achievement are positive and long-lasting, regardless of grade level or subject matter. *Student retention*. Students are more apt to stay in school and not drop out because their contributions are solicited, respected, and celebrated. *Improved relations*. One of the most positive benefits is that students who cooperate with each other also tend to understand and like each other more. This is particularly true for members of different ethnic groups. Relationships between students with learning disabilities and other students in the class improve dramatically as well. *Improved critical thinking skills*. More opportunities for critical thinking skills are provided, and students show a significant improvement in those thinking skills. Oral communication improvement. Students improve in their oral communication skills with members of their peer group. *Promoted social skills*. Students' social skills are enhanced. *Heightened self-esteem*. When students' work is valued by team members, their individual self-esteem and respect escalate dramatically.

VISCA also has many advantages. In general, there are two types of advantages in it. They are teacher and students' advantages. In usual teaching, the teacher must making sure that most of the students understood the material that teacher had taught. And then, teacher can give a test for the students. In teaching Teaching by using VISCA, the teacher unnecessary to make sure all students must understand but the teacher just need to make some students understand. In this case, teacher is no need much time to make all the students understand.

Moreover, teacher did not spend much time to stand up in front of the class explaining the material because by this game students will learn together and students who have good intelligence or understand the material will help the students who do not understand the materials. During the lesson, the teacher just monitor the students who are playing the game. The teacher must be ready for the questions which is probably come up from the students. That is why, the teacher must muster the rules of the game and the material being taught in the class.

When students are playing the game. It stimulates the student on how to arrange the words in a right order because this game has picture. At the beginning, there are might be some students who are confused how to arrange the words to become a complete sentence but during the game students are going to understand the rules and the sentences because it always repeated until the game runs out. The students will also easily understand the sentences and the rules of the game because this game is practical. The second one is student's advantages. There are a lot of advantages for students in playing this game. In this game, the students are not only learn materials from teacher but is also practice materials by themselves. So that, the students are directly correcting together if some mistakes come up when arranging the words. This process called "learning by doing". By learning like that, the students easily remember how to arrange the word even though the student difficult to remember each words of the sentence at least they will understand the form of the sentence. The student will know the first words of the sentence called subject, after that goes to verb and so on.

For example, if teacher spontaneously ask one of the student to make simple sentence of "expression can and can't do something" those students will confused and will not know how to arrange the words because it is difficult to guess what is it look like, although student can arrange the words it will take long time because students need to think a lot about that. VISCA came with different strategy. It was used a picture as a guide for the students to arrange the words. If the teacher ask student to arrange the words by showing a picture, it will make the students easier to understand and faster to guess what the students should do first in arranging the words.

Furthermore, the design of the VISCA interests the students. Its covers of the game was designed by full of color. According to researcher Engelbrecht,(2007) "the strategic use of color in the classroom environment can lengthen students' attention spans and affect how students and teachers perceive time". Color give good effect for student as mentioned above, color can lengthen students' attention spans and affect how students and teachers perceive time. The last advantages, this game can be used not only in schools but also in another places. Students can bring to home and play the game by itself without accompany by the teacher. Not only the advantages, this game also has some disadvantages. There are several disadvantages for teacher. The first disadvantages are the teacher need much time to make the game.

There are several requirements which are need to make VISCA game. It has explained on the previous part of this chapter and not all materials in English can use in this game but the material must related to simple and single sentence. The writer recommends, this game is for teacher who would like to teach the expression which consist simple sentence especially expression "can and can't do something". The rules of the game cannot be change by the developer or teacher but the material in it can be changed by teacher or developer as they needed to teach.

CONCLUSION AND SUGGESTION

Conclusion

Started from the analysis phase, the researcher found that some students are not active during the learning process it was happened because some of them felt ashamed. Based on those problems the researcher creates a VISCA game as solution. To know the game is run well. The researcher uses the usability criterions. Those are effectiveness, efficiency, and satisfaction. There are 22 students in the class who was stated that the game is effective and then the teacher also said that the game is effective. The next is efficiency, 22 from 26 students stated that the game is efficient it means that 88% the game is efficient and the last is satisfaction. 23 from 26 students stated that they satisfied with the game, it show that 88 % students said that the game is satisfied. Based on the research finding and result of the research, it can conclude that the VISCA game is usable.

Suggestion

After all the process of data collecting and data analysis, the researcher proposes suggestion for teacher, and researcher regarding designing game and development research for high school students. In learning process, the students must feel happy because if the students bored during learning they will not achieve anything. They also must be active, brave, and enthusiastic in learning process. To make all these things happen it becomes the teacher responsibilities to be creative. The teacher are demanded to create comfortable and good environment in class, one of the best way to create good environment is a game. The researcher hoped that the teacher developments VISCA game by using the procedure of the game to other expression or sentences such as simple past tense, expression of satisfaction or other teaching materials.

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